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ABSTRACT

The paper gives a brief overview of the Naticnal Institute of Education's Fourth Model for Career Education, a residential model operated by a non-profit corporation for rural disadvantaged families. The model consists of three operaticnal units: Career Guidance-Youth, Career Guidance-Adult, and Work Experience Education. The Youth element of the program, which become operational in June of 1973, is not covered in the paper. The adult program element uses a systems approach to attain its six objectives. Three courses--Awareness, Exploration, and World-of-Work have been designed and individualized guidance materials developed, so that the product outcome is an adult participant who has developed a personalized career plan. The work experience education program consists of three units in Career Exploration, Skill Validation, and Cooperative Preparation. A major effort of the program is its measuring and verifying that the participant practices those personal attitudes essential for employment and advance. (Author/SES)

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CAREER GUIDANCE IN CAREER EDUCATION MODEL IV
A PRESENTATION AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION SAN DIEGO, CALIFORNIA FEBRUARY 10, 1973

The presentation covers a brief overview of the National Institute of Education's Forth Model for Career Education. Model IV is operated by a non-profit corporation, Mountain-Plains Education and Economic Development Program, Inc. located at Glasgow Air Force Base in Montana. Model IV is a residential model for rural disadvantaged families.

A review of the operational units, Career Guidance-Youth, Career Guidance-Adult, and Work Experience Education is covered.

The Career Guidance-Youth program element was to become operational in June of 1973 and consequently was not covered in the presentation.

The Career Guidance-Adult program element uses a systems approach to attain its six objectives. Three courses, Awareness, Exploration, and the World-of-Work have been designed and individualized guidance materials have been developed. The product outcome is an adult participant who has developed a personalized career plan covering his entire stay at Model IV. This plan includes all courses, units and milestones expected of the participant if his wish is to attain program completion.

The Work Experience Education program consists of three units. The three units are Career Exploration, Skill Validation, and Cooperative Preparation.

A major effort of Work Experience is to measure and verify that the participant practices those personal characteristics (attitudes) essential for employment and advancement.

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CAREER GUIDANCE IN CAREER EDUCATION MODEL IV

A PRESENTATION TO THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION

SAN DIEGO, CALIFORNIA - FEBRUARY 10, 1973

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Mountain-Plains Education and Economic Development Program, Inc. is charged with the responsibility of designing, developing, implementing, operating and evaluating an on-going program which will result in the completed operational model in June of 1976. The units that make up our total operation are to be transportable so that segments or the total project can be relocated in some other area of the United States. We are designed to service rural disadvantaged families from the six-state region of Wyoming, Idaho, Montana, Nebraska, North and South Dakota. We are serving 900 people from 200 families in a residential setting located at Glasgow Air Force Base at Glasgow, Montana. We currently have 157 families or 628 people enrolled. By March 30, 1973, we will reach capacity.

Glasgow Air Force Base is an "open" United States Air Force facility with a variety of activities and employers. It has a S.A.C. squadron, a Safeguard Missile Depot, a Civilian Operation and Maintenance Contractor, several Civilian Production Companies, a privately operated Day-Care Center, a W.I.N. Program and a civilian operated Commercial Center with restaurants, library, theater, supermarket and recreational facilities.

We have a staff of 180 employees in five divisions: 1) Executive 2) Research Services 3) Administrative Services 4) Educational Services 5) Family Services. Our families are recruited from within the six-state region and are relocated to Glasgow Air Force Base where they remain in residence for a period of approximately twelve months.

Within our Educational Services Division we provide programs in Foundation Education, Career Guidance, Curriculum Development and Occupational Preparation.

Our main interest here today is in the structure and operation of the Career Guidance Department and Family Services Counseling. First, let me set for you the Counseling and Guidance functions at Mountain-Plains. Those traditional functions designated as Guidance and Educational are assigned to the Career Guidance Department within the Education Services Division. Those functions broadly classified as counseling, are assigned to the Family Services Division and they are family-orientated in nature. Family Services Counselors deal primarily with family problems, goal setting within the family, alcoholism and drug addiction where it exists, and a variety of other problems that seem to continually beset the rural disadvantaged. Those problems which are of major proportions include medical, dental, and economic problems.

The Career Guidance unit consists of three elements: 1) Career Guidance Youth, 2) Career Guidance Adult, and 3) Work Experience Education. For our youth unit, we have one professional staff member who will be employed soon and assigned to work

with the local school district. Although basically an elementary guidance person, he has broad base responsibilities including the development and implementation of guidance-related and awareness curriculum materials in grades pre-K through 6. Pre-K includes our Early Childhood Education Program which is a functional part of our Family Services Division.

I will outline for you the functions of Career Guidance Adult and Work Experience in the next few minutes and hopefully this will answer many of your questions and give you a better idea of how the Career Guidance Program functions within the total structure of Mountain-Plains. The Career Guidance Department has borrowed from Wellman's Taxomy of Guidance in developing an operational model. We find ourselves operating in three domains: occupational, educational and social. We also find ourselves operating within three distinct environments of Career Education, awareness, exploration and preparation. Our experience at Mountain-Plains in the last year and a half led us to believe that the domains are in complete interaction with awareness, exploration and preparation and that they are inter-twined, inter-mingled and consequently, totally dynamic.

One of our primary goals is to enable participants to use a systems approach to the identification of personal goals and to the pursuit of a Career Plan based upon knowledge and the development of abilities, attitudes, interests and aptitudes. To meet that goal we have set six basic objectives. Those objectives are: The participant will 1) recognize that the process and content of Career Education is relevant to career requirements and responsibilities, 2) analyze career opportunities and

requirements, 3) develop an understanding of his interests, aptitudes, abilities and attitudes, 4) demonstrate the ability to make career choices based on comparing personal understanding with career opportunities and requirements, 5) develop a Career Plan and initiate action on that plan, and 6) identify with and participate in adult roles and responsibilities in the World of Work.

We have developed a guidance program based on three courses. These courses are: 1) Awareness, 2) Exploration, and 3) the World of Work. Each of these courses are supported by a variety of units and each unit in turn by a variety of learning activities. The methods include group guidance, one-to-one counseling and individual learning activity packages along with actual occupational exploration with cooperating employers. The focal point of our guidance operation is a Career Information Center. The Career Information Center is designed and equipped to seat 30 people within the center and 20 people within the group rooms.

We organized our Career Information Center into six sections to facilitate use by participants and staff. Bound volumes, such as the Encyclopedia of Jobs, the Dictionary of Occupational Titles and some 60 other volumes, are located in one section. Pamphlets, briefs, and brochures are in the second section. Wherever possible, unbound materials and individual study carrals share an area. We have over 400 films, sound on slide presentations, sound filmstrips and tapes on career information. The fifth section is the location of our micro-film cards for Vital Information For Education and Work. The last section is used to provide an area where information on current job trends and job openings in the Six-State region can be centrally located and easily

retrieved. To date, we have lost only one piece of non-expendable material from the Career Information Center. This is somewhat surprising because we have no formal check-out system, but use an honor system for the return of materials. The Career Information Center is housed in an area of 1,600 square feet. The group Guidance Rooms contains 500 square feet each and each office, 215 square feet. Our reception area is approximately 425 square feet. The total footage for the Guidance Department is just over 3,600 square feet.

Our staffing pattern calls for nine people: seven professional and two aides.

Our participants are scheduled into a three phase program. The first phase of this program is orientation and awareness. The second is exploration. The third is preparation and validation. During the first 4-week period the participants are at Mountain-Plains, they are exposed to the basics of goal setting and goal attainment, and they have the opportunity to use the Career Information Center to research their interests, aptitudes and abilities. Approximately 60% of the adult particpants who come to us do so without a career choice. We are interested to find this as we originally hypothesized most of our participants would come in without pre-determined occupational choices. Fortunately and excitingly for us, the participants who come without a definite choice present us with a tremendous challenge and a great opportunity to conduct an awareness and exploration program related to the World of Work, career ladders, job clusters, job families, and attitudinal development.

In our awareness program, we assist the participant in selecting an occupational

family, and in narrowing that selection down to a specific occupational choice. We attempt to match the participant's desires, wishes, needs, aptitudes, and skills to the occupational preparation programs we offer. If we cannot establish a match for the participant in Occupational Preparation, he need not exit the program but may pursue Math, Consumer Education, Communication Skills, or any other established need until he reaches a point where he can pursue his long range goal including higher education. The no-match profile includes placement of the participant at a location where he can obtain occupational training and have support employment. In many cases, our participants are selecting long range goals requiring preparation in areas that we are unable to offer, but we have been able to match their short range goal with a preparation program that we do have that will lead them toward that long range goal.

We develop with each participant an individual educational plan. Within this plan we include each element that will be involved in every class, course and unit that a participant will take while he is with us. We in guidance prescribe the courses, the units, the level of proficiency necessary for each plan. Each participant's plan includes the minimum required hours for all areas offered at Mountain-Plains. These include Foundation Education, Guidance, Work Experience, Consumer Education, Health Education, Home Management, Family Counseling, Creative Problem Solving, Leisure Skills Education, Parent Effectiveness Training, and Early Childhood Education. We presently are able to develop plans for the head-of-house, spouse and children in the Early Childhood programs. Hopefully, by September of 1973 with the addition of a elementary/youth guidance staff member, we will be able to develop a truly

comprehensive family plan for each Mountain-Plains participtant family.

At Mountain-Plains, time is the variable and progress is measured by the achievement of levels of performance. It takes approximately 40 to 60 weeks for a participant family to complete an average program.

Throughout their stay with us, each participant is scheduled to return to the Career Information Center on a monthly basis. The purpose of the scheduled returns is to review the participant's progress for the immediate past month. This is done by attitudinal scanners and a report of progress. The Career Development Specialists are able to monitor the participant's attitudinal development through the scanners.

In addition to monitoring the attitudes of the participant, the Career Guidance staff is able to plot the percentage of program completion for each participant. This system allows us to establish milestones of projected participant progress. This, in fact, lets us know on a monthly basis whether the participant is on-time and on-line in progressing satisfactorily toward his projected date of program completion. Additional returns to Career Information Center for instructional and guidance purposes are individually prescribed. The Career Guidance Specialists conduct small group or individual sessions dealing with the attitudinal development differences of particular concern to, or about the participant as well as the problems related to the World of Work.

Fourteen weeks prior to a participant's projected date of program completion, we

begin placing the participant in what we call an exit profile. It is at this point that a culmination of inter-facing between the guidance and the counseling staff takes place. The dates of exit are established cooperatively between the Career Guidance staff member who develops the participant educational plan and the family services counselor. They meet and review the participant's progress to determine if the participant will be able to finish on-time and on-line. This is done by monitoring his progress, by checking with the Educational Services staff, the Family Services staff to ascertain whether the participant is on-time, that he has attained the prescribed product milestones and, that he has the percentage of completion necessary for exit within 14 weeks.

At 12 weeks prior to exit, the Career Guidance staff publishes a twelve week pre-exit alert in which we notify the coordinators in each of the six-states of the families who are within twelve weeks of program completion. We do so again at eight weeks prior to exit. Although the participants are encouraged to return to their home state, they do have the freedom to move anywhere within the six-state region and we will provide relocation and placement services to that point.

Eight weeks prior to exit, the participant is scheduled back into the Career Information Center for a ten hour period. In this period of time, he completes an up-to-date resume and a complete personal data file including earned certificates and letters of recommendation. We update his plan, establish a firm date of exit and project with him and the instructional staff the percentages of completion that he will attain within the next eight weeks. We also review with him the do's and don'ts of the employment

interview, and place him in a mock interview situation in our Creative Problem Solving laboratory.

At five weeks prior to exit we send a placement package to the Job Developer and State Coordinator in the state where the participant wishes to relocate. The placement packet contains all of the information on the participant that will be of assistance in placing him on the job. With the six-state coordinators, we arrange for the participant to leave the Center, be interviewed by an employer in the state where he wishes to relocate, and to return to the Center. We do this so the participant knows where he is going, what type of job is waiting for him, what the local community looks like and the availability of housing. The participant is given an opportunity to look the situation over before he commits himself to taking a particular job. It is our responsibility to monitor, with the State Coordinators, the legitimacy of job offers. Allowance is made for additional pre-employment interviews if the necessity arises.

From a very basic point of view, we provide traditional guidance services: 1) The Individual Inventory Service, 2) The Counseling Service, 3) The Information Service, 4) The Placement Service.

There are also auxiliary services that we provide to the participant. We are charged with the responsibility of maintaining a six-state Occupational Information System; of conducting an on-time and on-line report of participant progress; and of maintaining a record of the availability of jobs throughout the six-state region.

We do a labor market analysis for both Curriculum Development and curriculum refinement within the division. We maintain Vital Information for Education and Work, card decks. We have Vital Information for Education and Work cards from within the six-state region and many from beyond the six-state region.

One vital service that we provide in our department is the Work Experience Education Program. Our Work Experience Education Program is composed of three separate and distinct portions. First is Exploration. We use our Work Experience Education Program and our cooperating employers to place participants in job stations where they have an opportunity to observe, ask questions, and to selectively sample a variety of occupations for the purpose of making a better occupational choice.

We offer a Validation Work Experience Education Program. Our Validation Program is supportive of our instructional program. We place participants on the job to validate skills they have acquired as a result of being in a preparation program. For instance, we have cooperating employers who will validate the employability skills of a young lady who has completed or nearly completed a clerk-typist program or a stenographer program and another who will validate the motor rewinding skills of a young man who is going through an electrical maintenance program.

The third portion of our Work Experience Education Program is Cooperative Preparation. Our Work Experience Preparation Program has been developed cooperatively with a number of employers. Preparation programs are for those occupations which we do not offer at the Center. For example, we do not have an on-Center program

in baking. However, we have developed through one of our local bakeries a Cooperative Preparation Program for bakers. Another example is that of telephone occupations. We do not have an on-Center program in telephone occupations, so we have borrowed from the Bell Telephone Company, and in cooperation with Mountain-Bell and Rural Valley Cooperative, we have developed a curriculum for a telephone installation, telephone maintenance and for line man and frame man. We offer supportive instructional programs in math and communication skills as required for those occupations. The Telephone Company, in turn, provides us with instructor workers in actual work situations. Our Cooperative Preparation Program is not on-the-job training. We develop a curriculum which contains specific skills to be taught and validated. We cooperatively develop curriculum rather than having an employer say, "I'll train a person to do this skill."

We currently have seventy-one people involved in our Work Experience Program. We have identified over 100 work stations. We have related instruction in our Work Experience Education Program which is primarily attitudinal in nature. We do stress quite heavily grooming, dress, attitude, employer relations, employee and customer relations. The main thrust of our related instruction is guidance orientated and developmental in nature.

Our efforts in the initial stages of our Guidance Program are designed to bring the participant back to the Career Information Center on a voluntary basis. We believe that people benefit best from those things that they willingly partake of. We encourage participants to seek the information we have available and to check with the

guidance staff when they have a problem to work out. We always have time for the participant because they are what we are all about.

In a brief period of time, I have laid out for you a Guidance Program with many components and responsibilities. You may very well be asking yourself "So what?" or "What are you doing to change people's lives?" We are introducing the participant family to a new life style. All are exposed but not all participate in what is offered. We do not have a success story for every family. Time, development, readiness, and motivation are the key reasons we do not have a success story for each family. The longer we retain a family, the greater are changes in life style that will occur.

One of the biggest advantages Mountain-Plains enjoys is the fact that we are research based and operational. Mountain-Plains has been operational since March of 1972 and Career Guidance has been operational since May of 1972. We are a developmental operation, and we are continually in the process of refining and updating programs, materials, and staff. In 1976 we will have developed a Career Guidance Model that is residential in nature. Our Model will be based on action research and the day to day refinement of our program.

In conclusion, I would like to paraphrase a great author who remains anonymous. "Until a man has learned to listen, he has no business in "Guidance", until he realizes that every man has something of truth and wisdom to offer, he does not begin to learn. It is only when he sees how each of his fellows surpasses him, that a man begins to be wise to himself and his fellow men."